THE EFFECTIVENESS OF USING SCATTERGORIES BOARD GAME ON THE STUDENTS VOCABULARY MASTERY AT SEVENTH GRADE OF Mts PONDOK PESANTREN ULUMUL QUR'AN MEDAN YEAR 2020/2021

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ABSTRACT

The research was conducted to find out the effectiveness of using scattergories board game in teaching vocabulary which was observed from the students' at seventh grade of Mts Pondok Pesantren Ulumul Qur'an Medan. The method used was quantitative research method by using quasi experimental research. The population of this research was seventh grade of Mts Pondok Pesantren Ulumul Qur'an Medan. In taking the sample of the research, the researcher used saturated sampling which took all of the students' in seventh grade. The classes divided into experimental class and control class. There were 23 students' experimental class and 22 students' in control class. In experimental class was taught by using Scattergories board game and in control class was taught by using expository method. In experimental class the increase of the mean score was 21.96 and in control class the increase of the mean score was 14.97. Based on the T-test result by using SPSS V.22 in experimental class and control class, it was found that Sig. score was 0.001. It means that the Sig. core was smaller than 0.005 (0.000 < 0.05). It can be conclude that there were significant differences between experimental class and control class. Therefore there was effectiveness of using Scattergories Board Game in teaching vocabulary at seventh grade of Mts Pondok Pesantren Ulumul Qur'an Medan.

Keywords: Vocabulary, Students, Scattergories Board Game

INTRODUCTION

Language can be used to express our thoughts moreover; practical language is a communication tool with others both verbally and in writing. Mastering the language is very important for people to survive in their lives because humans are social creatures, so they need language to communicate with each other.

The language around the world which is currently an international language is English. This language is used by almost everyone around the world to communicate. Students who are learning English must master the language component and language skills. If students do not master language skills, students will find it difficult to learn English. The kinds of abilities are listening, reading, speaking and writing skills. Learners

must also understand grammar, vocabulary, and pronunciation. One element in language acquisition is vocabulary. It is needed in receptive and productive skills.[1]

Vocabulary is a very important one aspects of learning English. His mastery are going to be very help when someone is learning a far off language encompasses a strong mastery, it'll also make it easier for him to know subject studied in English. Vocabulary is employed in language any situation; it's within the kind of spoken or written communication. We must have sufficient vocabulary to extend four language skill. Without grammar there's little or no that somebody can convey and without vocabulary there's nothing that somebody can convey. As a writer concluded that the standard of one's language skills depends on the standard and quantity of the vocabulary he mastered, more and more the vocabulary he mastered, the better it absolutely was to develop four language skills.

For young students, vocabulary mastery is not simple for them, because they have limitations in learning and memorizing vocabulary. Due to the limited ability of students, it is not easy for teachers to teach these vocabulary words. To improve student vocabulary achievement, during the learning process the teacher must be creative and can eliminate students' boredom. Teachers must be able to manage students in the learning process. If the teacher cannot teach students well, students will not be able to enjoy learning. Therefore the teaching and learning process will fail, so the teacher needs to use appropriate techniques in the classroom. In addition, the techniques used must also use interesting media in learning activities.

Besides that they also have several problems in learning process. After the researchers conducted interviews with several students at the school, they had several problems. The first is the problem in saying words. When researchers ask students to read English texts, most of them have errors in saying words. The second is a problem in spelling words. When researchers ask them to spell a word, they find it difficult to spell the word because the teacher who teaches them does not teach how to spell a word properly, they only learn how to read the word with repetition. The third is the problem in deciding the meaning of the word. Because there is little vocabulary mastery in students, it makes it difficult for them to know the meaning of the word, especially similar words, but have different goals.

Learning vocabulary is wiped out some ways, like learning from dictionaries, pictures, guessing, reading, games etc. To create fine techniques in educating vocabulary the teacher ought to create a range of instructing techniques to enlarge student motivation, one of which is to use games in the instructing and gaining knowledge of process.

Teaching vocabulary through games will be more effective than teach it through repetition and memorization. It means that games are suitable fun activities that give students interaction, think, learn, and manage their strategies for solving problems. I think games can create attention and good relationships between teachers and students, and as Spiritual said that games are a great way to arouse students' interest in class and often also help them absorb and store more information than if they only learn to pass an exam or complete an assignment.[2]

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[1] J Harmer, (2007), *The Practice of English Language Teaching Third Edition.* London: Person Education Limited, p.65.

[2] N,Huyen, Ngak, (2006), *Learning Vocabulary Through Games*, Asean EFL Journal.

Many strategies can be used for language teaching. One type of strategy is the Scattergories game. Scattergories game is a game that is played by giving the name of a unique object in a set of categories, given the initial letter, within a time limit. Through this game, the teacher wants to find out how many students can get vocabulary in a short time, and try to describe what they write in English. By using Scattergories games students can move actively and compete with their friends. Besides that this game has rules that are easily done by students and this game also makes the classroom atmosphere more interesting and less stressful, it means that the game Scattergories has a positive impact on learning English.

Based on the issues above, the research is intended to conduct the research with the title "*The Effectiveness of Using Scattergories Board Game on The Students' Vocabulary Mastery at Seventh Grade of Mts Pondok Pesantren Ulumul Qur'an Medan Year 2020/2021".*

LITERATURE REVIEW
Vocabulary Mastery

Vocabulary is the total number of words that known in a particular language. According to Jack, vocabulary is one of the most obvious components of languages and one of first things applied linguistics turned their attention.[3] This means that the most important part used in producing a language, one of which is vocabulary.

According to Rasinsky and Padak, vocabulary is knowledge of word meanings. We use our oral vocabulary to listen and speak, and our print vocabulary to read and write.[4] They divide two kinds of vocabulary namely active vocabulary and passive vocabulary. Active vocabulary includes words we are able to quickly generate once we speak or write because we all know them well. Passive vocabulary includes those words we are able to recognize but don't regularly use. We only know them out once we encounter them. It implies that vocabulary has many meaning that must be learned.

In order to know the language, vocabulary is a very important thing to be mastered. From the definition above the researcher have concluded that vocabulary is a knowledge to understand word lead to language skill, both receptive are connected by listening and reading or productive are connected by speaking and writing. This section tells about the definition of vocabulary mastery that comes from Alqahtani, when he stated that mastery of vocabulary is fundamental to expressing our ideas and making us able to understand the words of others.[5] So, mastery is total information or incredible abilities that make a person become an expert in a particular field.

According to the definition above, the researcher concludes that vocabulary mastery is an individual skill in using words to be expressed and understood by others, which is obtained supported their own interests and desires. It also connects to other fields such as

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[3] Richard Jack, (2008), *Curriculum Development in Language Teaching,* United States of America: Cambridge University Press, p.4.

[4] Timothy Rasinski, Nancy Padak, (2005), *Building Vocabulary Grade 4: Kit eBook*: Grade 4, p.11.

[5] Alqahtani, Mofareh (2015),*The Importance of Vocabulary in Language Learning and How to be Taught*: International Journal of Teaching and Education.

writing and reading.[6] In this journal, the mastery of vocabulary is the capacity of students to get it the meaning of words with games.

Scattergories Board Game

According to Mills that the game Scattergories is a board game for two to six players in which the players try to make a list of as many words as possible starting with certain letters and included in the list of categories.[7] This game has been experimented in learning foreign languages, especially in learning vocabulary. However, in using this game to teach vocabulary to young students, students should already have a group of vocabularies in their minds.[8] In other words, the game Scattergories can only be used in teaching vocabulary to young students if the teacher has taught several vocabulary groups to students and also this strategy can make it easier for students to learn vocabulary so that they are happy to learn vocabulary.

In utilizing the Scattergories board game to teach vocabulary to junior high school students, the teacher should explain the rules of the game to students. The rules are:
1. Students are separated into several groups, each group consisting of five students.
2. Each group has one marker pen to write on the board.
3. Every student in the group has the opportunity to write their answers.
4. List the categories on the board or share cards such as verbs, nouns, adjectives, adverbs, etc. Students can also help choose a category or they can depend on the current topic.[9]
5. One letter card is taken by the teacher and five card categories are taken by the student.
6. If the words written by students are correct based on letters and categories, the score is 20 for each word.
7. The winner is the group that has the highest score.

The benefits of using Scattergories Board Game are: the first is that the game Scattergories requires students to move actively and compete with others. This involves students actively because of the game assignments and the essence of competition between them. This fits very well with the characteristics of students.[10]
The second is that the Scattergories game also has simple rules so students can easily follow the instructions given by the teacher. Although there may be some modifications in the rules of the game, it will not change the essence of the game Scattergories. The winner of the game is the group that has the highest score.

Finally, the game Scattergories makes teaching and learning more enjoyable and not stressful. When the game is played in groups, students have the opportunity to get help

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[6] Akdogan, Esra (2017), *Developing Vocabulary in Game Activities and Game*, Journal of Teaching and Education, p.78

[7] Norma Yuliansyah, An Fauzia Rosyani, (2018) *Using Scattergories Game in Teaching Vocabulary to Elementary School Students*, State University of Padang: Journal of English Language Teaching, p.597

[8] Cameron, Lynne (2008), *Teaching Language to Young Learner*, Cambridge: Cambridge University Press, p.34

[9] Nur Hikmah, (2016), *The Use of Scattergories Board Game to Improve Students' Vocabulary Mastery and Reading Comprehension for the Eight Years Students of SMP Sudirman Ambarawa*, Salatiga: State Institute for Islamic Studies, p. 21.

[10] Sahar Amer, Bakhsh, (2016) *Using Games as a Tool in Teaching Vocabulary to Young Learners*, English Language Teaching, p.120

from other group members in guessing the answers so that they will not feel fear and stress. This can provide a positive attitude towards vocabulary learning.[11]

RESEARCH METHOD

In this study, the researcher used quantitative methods whose designs were quasi-experimental research. Researchers use quantitative research because it is an approach to examine the relationship between two variables. These variables can be measured using instruments and the amount of data can be analyzed using a statistical generator. [12]In addition, in this study the authors wanted to find out whether there was an influence in using the game Scattergories on students' vocabulary knowledge compared between two variables. Therefore, the writer use quantitative methods with quasi-experimental designs.

Quasi-experimental design is used as a research method. According to Thyer the quasi-experimental design is a study in which researchers compare the results of a group that receives treatment that is the focus of evaluation to one or more groups that do not receive treatment.[13] The focus is to find out the effectiveness of using Scattergories board games on students' vocabulary knowledge. In this research design there are two classes used; experimental class and controlled class. Researchers will compare the two groups in this study, quasi-experimental designs are suitable research designs to be applied.

The population of this study was the students in the seventh Grade Mts Pondok Pesantren Ulumul Qur'an. The total population was 45 students and divided into two classes. Class VII-1 consists of 23 students, class VII-2 consist of 22 students. In this case the researcher used the "Saturated Sampling" in selecting samples, Saturated sampling is a sampling technique when all members of the population are used as samples. in this research the researcher will select all VII grade. Class VII-1 consists of 23 students and VII-2 consists of 22 students. The total sample is 45 students. Both of classes are divided into experimental class and control class.

In technique collecting data, the first is pre-test. Pre-test is given before treatment. Experimental and control groups were given the same pre-test. The second is treatment. Treatment is carried out after being given a pre-test. Experimental the group was taught using the board game Scattergories while the control group was with expository method. Expository method is a learning method that is used by providing information in advance about the definitions, principles and concepts of the subject matter and providing examples of problem solving exercises in the form of demonstrations, questions and answers and assignments. Both experimental and control groups are taught with the same material. The last is post-test. After treatment is complete, both the experimental and control groups are given post-test. Post test was conducted to see the effectiveness of treatment based on scores. Post-test uses the same multiple choice test and the same difficulty as the pre-test.

In analyze the data, it is used to determine the difference between pre-test and post-test results before and after treatment. In analyzing the data, researchers used t-tests to

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[11] Muhammad Afif Husain, (2017) *The Use of Scattergories Game to Improve the Vocabulary Mastery*, Semarang: Semarang State University, p.14.

[12] Zuldafial (2012), *Penelitian Kuantitatif*, Yogyakarta: Media Pustaka, p.88

[13] Julian C. Stanley and Donald T. Campbell (2006), *Experimental & Quasi Experimental Design for Research*, New York: McGraw Hill, p.121.

find out the effect of the game Scattergories on students' vocabulary mastery. Before analyzing the data using the t-test, the researcher conducted the initial data analysis: normality and homogeneity.

RESULT AND DISCUSSION

The data was gained from both of classes by giving pre-test and post-test. The pre-test was conducted in the first meeting without any treatment to know the basic skill of student' vocabulary mastery. Furthermore, the post-test was given in the last meeting with the treatment by using scattergories board game in experimental class meanwhile expository method in control class. After the research was done, the researcher got the data of students' scores from pre-test and post-test both of classes.

Pre-test and Post-test in Experimental Class

In experimental class, the test was conducted to collect the data from students' score in mastering vocabulary. Then from the score, the researcher got the total score and the mean score to know the students' ability in mastering vocabulary before and after the treatment. The following table will describe the students' score of pre-test and post-test in experimental class:

Table 4.2
Students' Score of Experimental Class

No.	Initial name	Score	
		Pre-test	Post-test
1	AM	70	90
2	MRA	65	95
3	AAD	65	85
4	FA	50	75
5	FAA	65	75
6	AP	50	85
7	ZK	55	80
8	FP	60	75
9	K	70	80
10	NK	50	75
11	UZ	55	80
12	RM	45	75
13	AF	40	80
14	H	75	90
15	SAH	65	75
16	MKD	65	85
17	M	60	95
18	MAF	75	100
19	NR	80	90

No.	Initial name	Score	
		Pre-test	Post-test
20	MG	75	90
21	H	40	70
22	R	60	80
23	SH	65	80
	Total	1400	1905
	Mean	60.86	82.82

According to the result in the table above, it showed the total score and the mean score from 23 students' who did the pre-test and post-test in experimental class. For the pre-test, the total score is 1400 and the mean score is 60.86. Meanwhile, the total score of the post-test is 1905 and the mean score is 82.82. It can be known that by using scattergories board game the post test score is higher than the post test score. It can be concluded that the scattergories board game can affect student scores.

Pre-test and Post-test in Control Class

In control class, it was same like in experimental class. The test was conducted to collect the data from students' score in mastering vocabulary. Then from the score, the researcher got the total score and the mean score to know the students' ability in mastering vocabulary before and after the treatment. The following table will describe the students' score of pre-test and post-test in control class:

Students' Score of Control Class

No.	Initial name	Score	
		Pre-test	Post-test
1	MY	50	75
2	U	65	80
3	SA	55	75
4	ZK	50	70
5	AJ	65	75
6	AAZ	60	70
7	T	70	80
8	F	50	75
9	AAM	65	85
10	MM	60	75
11	BP	75	80
12	N	65	75
13	DU	70	85
14	N	60	75
15	SA	45	65
16	MF	65	80
17	RW	70	80

18	A	55	65
19	AM	60	70
20	MFR	60	75
21	FH	65	85
22	PK	55	70
	Total	1335	1665
	Mean	60.68	75.65

According to the result in the table above, it showed the total score and the mean score from 22 students' who did the pre-test and post-test in control class. For the pre-test, the total score is 1335 and the mean score is 60.68. Meanwhile, the total score of the post-test is 1665 and the mean score is 75.65. It can be concluded that by using expository method cannot affect students' score.

Therefore, from the table above there is an increase in the average value between the pre test and post test. In experimental class that the students was taught by Scattergories board game, the increase of mean score is 21.96. Meanwhile, the control class was taught by expository method, the increase of mean score is 14.97.

Then, the researcher calculated the data using the t-test which was operated by using SPSS V.22. The researcher conducted the t-test to determine the significant difference between the students' vocabulary mastery in the experimental class and the control class. The t-test was calculated using the Independent Sample T-test with a significance level of 5% (0.05). The results of the t-test can be shown in the table below:

**The T-test Result of Post-test in
Experimental class and Control Class**

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	3.578	.065	3.423	43	001	7.144	2.087	2.935	11.353
	Equal variances not assumed			3.447	40.342	.001	7.144	2.073	2.956	11.333

Based on the table above, it can be seen that the Sig. score was 0.001. It means that the Sig. score was smaller than 0.05. Thus, there was a significance between the

experimental class by using the scattergories board game and the control class by using the expository method with Sig. (2.tailed) indicates 0.001 <0.05. Meanwhile, the difference in the average post-test score of the experimental class and the control class can be shown in the table below:

The comparison of Mean score from Post-test in Experimental and Control Class

Class	N	Mean	Std. Deviation	Std. Error Mean
Students' Score Post-test Experimental	23	82.83	7.952	1.658
Post-test Control Class	22	75.68	5.834	1.244

The table above shows that there are significant differences between post-test in experimental class and control class in mean score. The mean score of post-test of experimental class was 82.83 with standard deviation 7.952 meanwhile post-test of control class was 75.68 with standard deviation 5.834. Therefore, the difference in mean score of post-test in the experimental class and control class indicates that the effect of the use scattergories board game in the student's mastery of vocabulary than by using expository method.

Based on the data analysis, it showed that there are the significant differences between the students' score in the mastering vocabulary has been taught by using scattergories board game and expository method at seventh grade of Mts Pondok Pesantren Ulumul Quran. It can be known from the students' test score in experimental class and control class. In the pre-test, the students' in the both classes by using expository method did not have a significant increasing. Meanwhile, in the post-test, the students' in the both classes have an increasing especially by using scattergories board game.

Based on the data was gained, it was found that the total score of pre-test in experimental class was 1400 and the mean score was 60.86, meanwhile the total score of pre-test in control class was 1335 and mean score was 60.68. It means that students' ability in mastering vocabulary before implementing the scattergories board game was in the same level. For post-test, the total score of post-test was 1905 and the mean score was 82.82 and for control class, the total score was 1665 and the mean score is 75.65. It means that this game was effective for use in learning process, it showed from significant increases of mean score in post-test of the both classes. Then, the using of expository method was not effective for use in learning process, it showed from nothing significant increases of mean score in post-test of the both classes. Meanwhile, the result of T-test in post-test for experimental class and control class, it can be seen that Sig. (2-tailed) is 0.000 < 0.05. It showed that Sig. (2-tailed) < 0.05. It means that $_0$ was rejected and was accepted. It can be concluded that there is a significant effect of Scattergories board game on the students' mastering vocabulary.

The result of this research was that the scattergories board game has a positive impact on learning English, moreover in students' vocabulary mastery. By using

scattergories board game students' can move actively and compete with their friends. Furthermore, this game has rules that are easily done by students and also makes the classroom more interesting and less stressful. It means that scattergories board game can be applied in the learning process. As the conclusion of this research, it can be conclude that there is the effectiveness of using scattergories board game on the students' vocabulary mastery at seventh grade of Mts Pondok Pesantren Ulumul Qur'an Medan.

CONCLUSION

Based on the data finding, it can be conclude that the students' vocabulary mastery was taught by using scattergories board game is better that taught by using expository method.

The result of the research was gained after doing pre-test and post-test in experimental class and control class. It can be seen from the T-test that the Sig. score of the test was smaller than 0.05. It means that $_0$ was rejected and was accepted. Based on the data also can be seen that there is significant different between experimental and control class in the mean score. The mean score in experimental class was 82.82 and in control class was 75.65.

The conclusion of this research, it can be conclude that there is the effectiveness of using scattergories board game in students' vocabulary mastery especially at seventh grade of Mts Pondok Pesantren Ulumul Qur'an.

Based on the conclusion above, the researcher give some suggestions. Firstly, the suggestion to English teacher that scattergories board game can used in the classroom and can affect the learning process especially in teaching vocabulary. Secondly, the school can be more advanced especially in the use effective media learning. Finally, this research can be references for the next researcher who can used the scattergories board game in their study.

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